

Tips for Filling out the PPP (from fellow EST's):

- General
- Areas of Impact
- Areas of Strength
- Current Description of Performance/Behaviour
- Performance Task (PT) Description
- Performance Task (PT) Description
- Essential Questions
- Overarching Understanding ...Will understand that...
- Knowledge ...Will know...
- Skills ...Will be able to...
- Standards Rubric
- Other Evidence of Success
- Skills and Knowledge Sequence
- Responsibilities
- Assessment Notes
- Formative Assessment
- Summative Assessment
- Recommendations for the new school year

General Tips:

- The key is ensuring there is alignment between sections:
 - Some think it is best to start at the top and work your way through.
 - Others feel that it's best to start the PPP in any section you understand best - then work your way through the other sections making sure they all connect.
 - You can start with details or with the "big picture."
- Looking at the [Sample PPPs](#) are useful.

Tips for "Areas of Impact":

- Look at the [impact assessment form](#) for alignment and guidance. If the student falls within 3rd/4th column on page 2, it would be considered an area of impact.
- Use key areas of impact to create a Performance Task (keeping in mind that sometimes it is not possible to include all areas of impact).

Tips for "Areas of Strength":

- Obtain input from:
 - Current/previous classroom teacher, parents, various stakeholders, consultants, counselors, etc.
 - Previous Ed Psych, SLP, or OT reports in the students file
 - Previous PPP
 - Student

- Cum file

Tips for “Current Description of Performance/Behaviour”:

- Focus on current behaviour in relation to the Performance Task – ensuring that there is alignment.
- Focus on behaviours that would positively or negatively affect their Performance Task.
- Look at previous PPP.
- Include:
 - Pertinent report information that reflects current level of functioning (e.g. academic scores).
 - Observation(s) related to performance task.

Tips for “Performance Task (PT) Description”:

- Created by the classroom teacher with input from the EST.
- Align with the “Areas of Impact”, “Areas of Strength” and “Current Description of Performance.”
- Take the time to get to know the student before writing the performance task.
- “Semester” the task (in High School, if necessary).
- Be open to changing or modifying the PT during the year.
- Doesn’t have to be a “moment” in time as the student could have a bad day or might struggle with transference. It can be assessed at various times.
- Skills need to align to PT.
- Mentorship - get feedback from someone who has ‘been there’ (e.g. another EST).
- You have an option of having more than one PT rather than one large cumbersome PT. This makes assessment easier.
- The task needs to reflect a realistic attainable goal within the time frame of 1 calendar year.
- Focus your thoughts on the things that will help the student to improve. Then create a rubric to assess those things that need to improve.
- PT should follow GRASPS (goal, role, audience, situation, product/performance, standards) and SMART (specific, measurable, achievable, relevant, and timely).

Tips for “Essential Questions “

- Answers the question all students ask... “Why do I need to know this?”
- Try to think “real world.”
- Think broad.
- Use it to guide the overarching understanding.
- Write the Essential Questions from the student’s perspective, even if they are not able to express themselves to that level.
- Essential Questions make connections between school and home life.
- Don’t struggle too long on this section.

Tips for “Overarching Understanding ...Will understand that...”:

- Try to think “real world.”
- Narrow it down and answer Essential Questions in a more specific manner.
- Answer from student’s perspective.

Tips for “Knowledge ...Will know...”:

- Taken from PT.
- PPPI is linked to curriculum.
- PPPII is behaviour focused - and not always perfectly tied to the curriculum.
- Include things the student should know in order to complete the PT.
- Often the same type of statement as “Skills.”

Tips for “Skills ...Will be able to...”:

- Taken from PT.
- PPPI is linked to curriculum.
- PPPII is behaviour focused - and not always perfectly tied to the curriculum.
- Include the things the student should be able to do in order to complete the PT.
- Match statement with “Knowledge.”

Tips for “Standards Rubric”:

- Make sure you are breaking the PT down into individual areas that you want to evaluate.
- User friendly language - parents need to understand it.
- Need to target what is interfering with the regular curriculum.
- Make rubric as simple as possible.
- Base rubrics on knowledge and skills.
- Can be used with PT and can be used throughout the year.
- Most helpful part of PPP - This section can be shared with parents at report card time.
- May need to add/edit/be changed during the year.
- Make sure you indicate the amount of prompting needed at each level - what needs to be done to help the student move to the next level.
- Level 4 (Mastery) = Mastery indicates an insightful understanding of the stated outcome on the rubric. Students at this level can apply and transfer knowledge to novel situations.
- Level 3 (Proficiency) = Proficiency indicates a well-developed understanding of the stated outcome on the rubric. Students at this level are competent with the skills and knowledge identified in the outcome and are on par with curriculum expectations.
- Level 2 (Approaching) = Approaching indicates that your child has a basic understanding or inconsistent understanding of the stated outcome on the rubric.
- Level 1 (Beginning) = Beginning indicates partial understanding. Students at this level have limited success with the stated outcome even with support.

Tips for “Other Evidence of Success”:

Throughout the learning plan the student will be required to demonstrate skill and knowledge acquisition. What evidence will provide you with this information?

- Complete this section each time you complete the rubric. It will help you assess what level the student is at on the rubric.
- Examples include:
 - Mid-block report cards (if relevant)
 - Conduct report cards
 - Demonstrates more interest in behavior
 - Reflection sheet
 - Day timers
 - Communication books
 - Anecdotal notes
 - Student interview
 - Data collection
 - Peer feedback
 - Increased level of confidence
 - Observations
 - Feedback from teachers/admin/supervisors/parents/EAs
 - Checklists
 - Outcome assessments
 - Running records
 - Oral presentations
 - Portfolios
 - Student can achieve curriculum outcomes
 - Self-assessment
 - DRA, Common Assessments/First Steps in Math

Tips for “Skills and Knowledge Sequence”:

List the Skills and Knowledge that will be introduced and reinforced in each month. Include Differentiation and Strategies to be used.

- List what the student will be doing that month and how it will be implemented; (e.g. working on “listening skills” - use second steps) .
- Ensure that this is related and aligned to PT.
- Use the Skills and Knowledge section on page 1 as a guideline.
- Include accommodations and adaptations.
- Knowledge and Skills can come from the curriculum or from other means.

Tips for “Responsibilities”:

Who is supporting the student and how? Identify who will have primary responsibility for each of the learning and assessment activities identified in each month:

- Include the individual's name that will be responsible for the task so that they take ownership.
- Be specific.
- Include the staff member's role, where the intervention will take place (i.e. during math, outside of class, one-on-one, etc.) and when it will take place in the day/week timetable.

Tips for "Assessment Notes":

- Use rubric numbers or comments.

Tips for "Formative Assessment - Evidence of Success":

Describe the level of success achieved by the student in each of the areas identified in the monthly learning plan. Include how the assessment will change the learning plan in the next month:

- Put the teacher's name and the date under each month in order to increase ownership
- Include:
 - Anecdotal notes,
 - Any random information related to how the student is doing in relation to the performance task.

Tips for "Summative Assessment":

Throughout formal reporting periods describe the current level of performance related to the Performance Task:

- Use the numbers from the rubrics (e.g. rubrics are numbered 1-5).
- Don't use this section at all, just put more information in the assessment notes.
- Colour-code assessment for each month right on rubric (e.g. Sept = yellow; Oct = green).
- Copy and paste from the rubric then assess with number.
- State the skill from the rubric worked on and the level of achievement - if more than 1 teacher – record the teachers name with the level the student achieved in their class - list each teachers name separately to enhance ownership (if appropriate).
- Include a comment on level of achievement and progress.

Tips for "Recommendations for the new school year":

- If possible, fill in this section during a year-end meeting with the current and future teachers.
- Include:
 - Referrals pending - for in division support,
 - Outside agency involvement

- Contact person (e.g. dad is supportive contact, etc.)
- EA support or other in-school support
- Other supports that worked (e.g. communication book, breakfast, reward systems, administration input, etc.).
- Transition plans (e.g. going to high school or new class)
- Programs that have been successful in the past (e.g. Taming the Tiger)
- Information regarding medications
- Behavioural, academic, and sensory adaptations, recommendations and/or strategies that have/have not worked